Essentials for SAIS Coordinators
9:00 AM – 12:30 PM

Welcome

- Introductions
- Workshop logistics
- Scope of workshop

Sources of SAIS Information

- STaR Team
- IT (Information Technology)
- School Finance

Overview of ADE Processing Procedures for SAIS Data

- School Finance
- Non–School Finance units within ADE

Procedures to Request Mid-Year LEA Calendar Changes

Changes to A.R.S. § 15-915

Overview of SD Reports placed into service since fall 2005

New SAIS Requirements for FY07 (Part 1)

- SPED
- ELL
- Defining the first day of membership
- Other changes of interest to all attendees

Record Retention

Break

- Reporting non–SPED students who are tuitioned–out to private schools

SAIS Online

- Allowable uses, requesting access, user roles, where to get training/assistance/common mistakes

New SAIS Requirements for FY07 (Part 2)

- KG – FTE, Absences, Data Processing (Aggregation and Push)

New SAIS Requirements for FY07 (Part 3)

- PS – FTE, Program Participation, Assessment
- New ADE Generated SD Reports relating to PS

Philip Williams
Deputy Associate Superintendent,
School Finance

Dolores Gerritse
Director, STaR Team

Robert Dohm
Lead Training and Support Analyst

Harold Frederick
Senior Training and Support Analyst

Norm Purdy
Senior Training and Support Analyst

Nicole Armstrong
Training and Support Analyst

Wynette Birecki
Training and Support Analyst

Tadzia Dennis-Jackson
Training and Support Analyst

Jacob Pawson
Training and Support Analyst

1535 W. Jefferson Street, Bin #13
Phoenix, Arizona 85007

www.ade.az.gov/schoolfinance/star

Phone: (602) 542-5695
Fax: 602) 542-3099

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

System Training and Response (STaR) Team

Finding Information About SAIS

Follow the links in this document to navigate to important information about SAIS.

System Training and Response (STaR) Team Home Page http://www.ade.az.gov/schoolfinance/star	
SAIS Information Series	Series of articles intended to guide SAIS users through various procedures. Used as a resource for training.
SAIS Online User Guide	Step-by-step instructions for submitting student level data via SAIS Online. Includes a table of contents that indicates when sections have been added or updated.
Request for Training and Assistance	Form used to contact the STaR Team to request assistance on-demand. When the form is submitted, STaR Team members are notified and respond by phone as quickly as possible.

Information Technology, SAIS Home Page http://www.ade.az.gov/sais/	
Official Notice of Pupil Withdrawal	A form that can be used or adapted for use when a student withdraws from a school. The document includes detailed instructions regarding information required for inclusion on a withdrawal form.
SAIS Requirement Changes	Information and requirements for changes to be made to SAIS each year.
Design Requirements/Documents	Most of this documentation is technical in nature and intended for use by student management system developers; however, the **SAIS Code Values** document is of value to anyone responsible for submitting data to SAIS. Many users also find value in the information available in the **Transactions Overview**.
MIS Bulletin Board	News, known issues and other items related to SAIS are posted. Also referred to as the "MIS Project Portal" and the "SAIS Portal". *Note: MIS or Management Information Systems is now know as Information Technology (IT).*

School Finance Home Page http://www.ade.az.gov/schoolfinance	
School Finance Bulletin Board	Contains links to items associated with the business of School Finance that may or may not be related to SAIS.
Student Detail Activity Report	ADE's School Finance Section posts information regarding its schedule for running various processes related to SAIS including aggregation, data pushes, payment processing, etc. in the Student Detail Activity Report which is updated weekly.
Instructions for Required Reports	School Finance policies and regulations. Contained in the SAIS Support section.
School Finance Beacon	School Finance newsletter, published quarterly.
School Finance Memos USFR Memos	Contain links to memos associated with the business of School Finance that may or may not be related to SAIS.

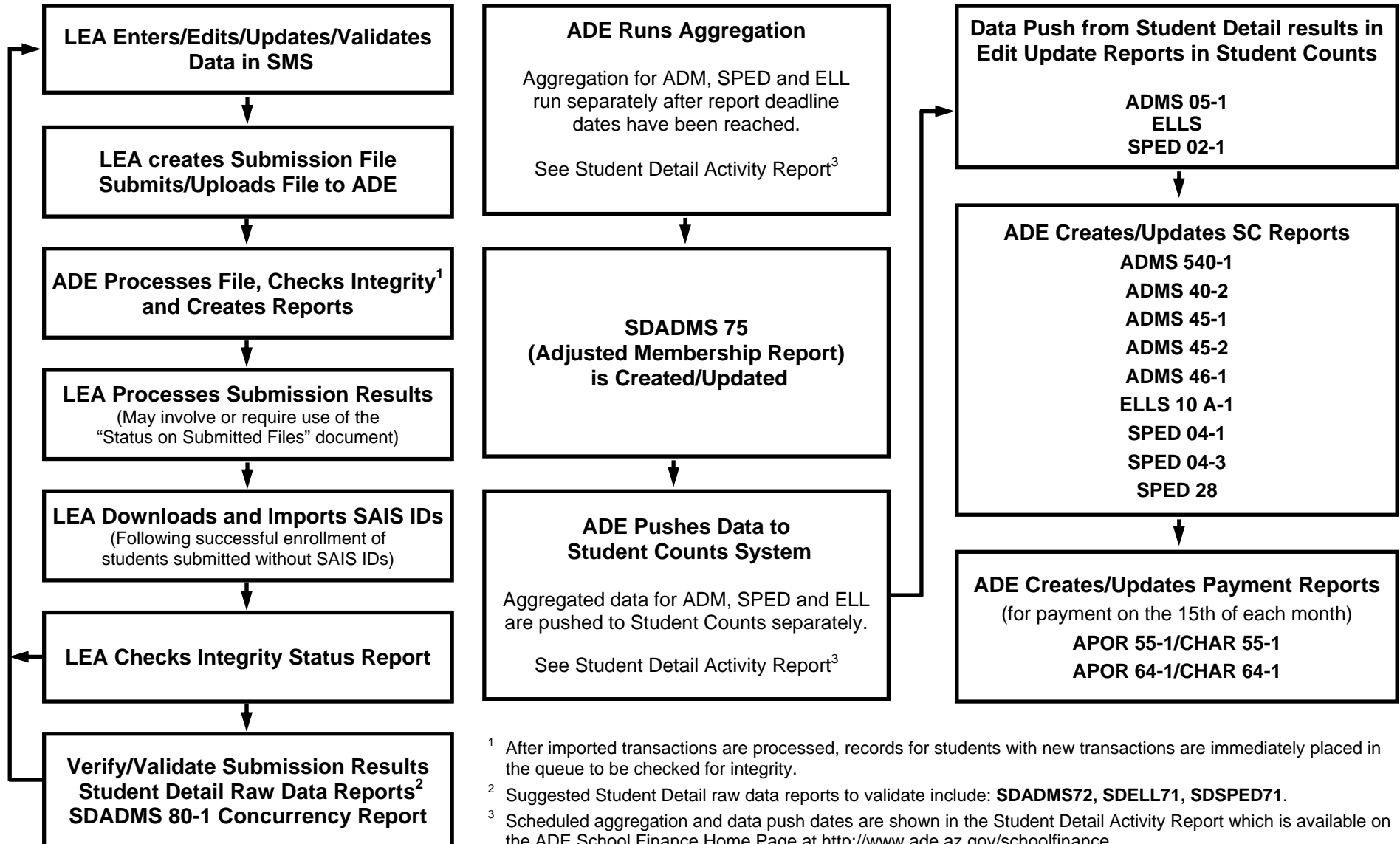| **Assessment Home Page** http://www.ade.az.gov/standards/aims/Administering	
Student Test labels: Process and Procedures (Understanding the Test Label Process)	Labels identifying students for AIMS and Terra Nova testing are generated automatically from data resident in SAIS. The process is fully detailed in this document.

SAIS Submission Process Flowchart

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

⌐ Student Detail System ¬

Student Counts System

SAIS Submission Cycle

Aggregation/Data Push

LEA Enters/Edits/Updates/Validates Data in SMS

↓

LEA creates Submission File Submits/Uploads File to ADE

↓

ADE Processes File, Checks Integrity[1] and Creates Reports

↓

LEA Processes Submission Results
(May involve or require use of the "Status on Submitted Files" document)

↓

LEA Downloads and Imports SAIS IDs
(Following successful enrollment of students submitted without SAIS IDs)

↓

LEA Checks Integrity Status Report

↓

Verify/Validate Submission Results Student Detail Raw Data Reports[2] SDADMS 80-1 Concurrency Report

---

ADE Runs Aggregation

Aggregation for ADM, SPED and ELL run separately after report deadline dates have been reached.

See Student Detail Activity Report[3]

↓

SDADMS 75 (Adjusted Membership Report) is Created/Updated

↓

ADE Pushes Data to Student Counts System

Aggregated data for ADM, SPED and ELL are pushed to Student Counts separately.

See Student Detail Activity Report[3]

Data Push from Student Detail results in Edit Update Reports in Student Counts

ADMS 05-1
ELLS
SPED 02-1

↓

ADE Creates/Updates SC Reports

ADMS 540-1
ADMS 40-2
ADMS 45-1
ADMS 45-2
ADMS 46-1
ELLS 10 A-1
SPED 04-1
SPED 04-3
SPED 28

↓

ADE Creates/Updates Payment Reports
(for payment on the 15th of each month)
APOR 55-1/CHAR 55-1
APOR 64-1/CHAR 64-1

---

[1] After imported transactions are processed, records for students with new transactions are immediately placed in the queue to be checked for integrity.

[2] Suggested Student Detail raw data reports to validate include: **SDADMS72, SDELL71, SDSPED71**.

[3] Scheduled aggregation and data push dates are shown in the Student Detail Activity Report which is available on the ADE School Finance Home Page at http://www.ade.az.gov/schoolfinance

System Training and Response (STaR) Team – SAIS Information Series

The SAIS Student Detail Reports

The ADE generated reports and results files that are available in the download area of the Student Detail Data Interchange

Name/Number	Description/Use	Level	Updated	Available Format	Suggested Format	Suggested Viewing
Get SAIS IDs	This file contains all the SAIS ID numbers for students who have been processed in SAIS during the selected fiscal year. SAIS IDs are paired with each student's school ID. *(This file can usually be imported into the student management system to automatically populate SAIS ID fields.)*	School or Dist/CH[1,2]	After transactions that add student enrollment or student personal information are processed	XML, Simple Text	Check vendor or local SMS developer requirements	Usually imported into SMS. Can be viewed, if necessary, using Internet Explorer for XML or Note Pad for Simple Text.
Get SAIS IDs with CTDS	This file contains all the SAIS ID numbers for students who have been processed in SAIS during the selected fiscal year. SAIS IDs are returned with each student's school ID and the CTDS code for the school the student attends. *(This file can usually be imported into the student management system to automatically populate SAIS ID fields.)*	School or Dist/CH[1,2]	After transactions that add student enrollment or student personal information are processed	XML, Simple Text	Check vendor or local SMS developer requirements	Usually imported into SMS. Can be viewed, if necessary, using Internet Explorer for XML or Note Pad for Simple Text.
Get the Status on Submitted Import Files	This document contains the results of the transactions in each submitted file. Users may choose to return the results for any submitted file by sequence number or simply return results for the last file submitted. *(The file can usually be imported into the SMS. Some student management systems require that this file be imported in order to advance to the next submission file sequence number.)*	School or Dist/CH[1,2]	After transactions are processed	XML, Simple Text	Check vendor or local SMS developer requirements	Usually imported into SMS. Can be viewed, if necessary, using Internet Explorer for XML or Note Pad for Simple Text.
Student Integrity Status Report	This report shows the current integrity status for students. The user may apply filters to see results only for a specific integrity run *(i.e., ADM, October Enrollment, Year End Enrollment, SPED or ELL)* or choose to see all integrity errors. The user may also select an option to view integrity failures only or to see all messages including integrity warnings. Students who have no current integrity failures or warnings will not be included in this report.	School or Dist/CH[1,2]	After integrity processing is completed	XML, Simple Text	XML	Microsoft Internet Explorer Version 5.5 or higher Save on local drive before opening[3]

[1] Dist/CH – District/Charter Holder Level

[2] These files should be downloaded at the same level used to submit files to SAIS.

[3] Depending on system configuration, it may be possible to open this report without first saving it to a local drive. Those who run Microsoft Windows XP may open this report directly by configuring security settings according to the following procedure. In Microsoft Internet Explorer, choose Tools/Internet Options/Security/Custom Level. Under Miscellaneous-Access data sources across domains, choose "Enable," then click "OK." Please check with your local network administrator before changing security settings.

Name/Number	Description/Use	Level	Updated	Available Format	Suggested Format	Suggested Viewing
SDADMS71-1 Student Membership by DOA	This report details all personal information and all information pertaining to membership that currently resides in SAIS for individual students who attend the school. Data must reside in SAIS that shows that the student has, or has had, a period of membership in the school during the selected fiscal school year at the time this report is requested. Otherwise, the report will be blank.	Student Accessed at school or Dist/CH level[1] (SAIS ID Required)	After transactions are processed[4]	PDF, XML	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS71-2 Student Membership by DOR	This report details all personal information and all information pertaining to membership that currently resides in SAIS for individual students who attend a school in the district or charter. Data must reside in SAIS that shows that the student has, or has had, a period of membership within a school in the district or charter during the selected fiscal year at the time this report is requested. Otherwise, the report will be blank.	Student Accessed at Dist/CH level[1] (SAIS ID Required)	After transactions are processed[4]	PDF, XML	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS72 Unadjusted Student ADM Report	This report is a compilation of the current, raw data that affects Average Daily Membership and Average Daily Attendance calculations. Please see **Understanding the SDADMS72 Report** available as part of the *SAIS Information Series* at http://www.ade.az.gov/schoolfinance/star for more details.	Grade within a school	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS73 Student Personal Information Report	This report is a compilation of most of the student personal information (PI) that resides in SAIS. It can be used to view the following PI for an individual student or for all students within a particular grade level: SAIS ID, School ID, Last Name, First Name, Middle Name, Nick Name, DOB, Birth Country, Birth State, Ethnicity, Gender, Foreign Exchange, Home Language Code, Normal Graduation Year, Withdrawal Status.	Grade within a school or individual student	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS74 Student Excessive Absence Report	This report lists students for whom ten consecutive unexcused absences have been successfully processed. *The report does not include students for whom attendance is submitted.*	School or Dist/CH[1]	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS75 Adjusted Student ADM Report	This report shows the result of the most recent aggregation for Average Daily Membership and Average Daily Attendance. Total membership and absence days are shown for each eligible membership, for each period (days 1-40 and days 41-100). The report also shows the total membership and absence days computed for each membership by register ID. Please see **Understanding the SDADMS75 Report** available as part of the *SAIS Information Series* at http://www.ade.az.gov/schoolfinance/star for more details.	Grade within a school or all grades within a school or grade within a district	After aggregation for membership is processed	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser

[1] Dist/CH – District/Charter Holder Level

[4] This report is only updated when transactions affecting fields in the report are submitted to and successfully processed in SAIS.

Name/Number	Description/Use	Level	Updated	Available Format	Suggested Format	Suggested Viewing
SDADMS76 Funding Exclusion Report	This report lists students who have passed integrity processing, but are ineligible for funding. Most commonly, these students have been submitted with a tuition payer code of {2} or {3}, are preschool students without reported disabilities, or have reached their 22nd birthday.	School or Dist/CH[1]	After aggregation for membership is processed	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS77 Summer Withdrawals Report	This report lists students who were successfully processed in SAIS with a valid summer withdrawal code and withdrawal date. Since students who are processed as summer withdrawals do not have membership in the school during the fiscal year selected for this report, they should not be shown on any other Student Detail reports relating to membership (SDADMS71-1, 72, or 75) for that year.	School or Dist/CH[1]	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS78 Deleted Student Enrollments Report	This report lists students whose last successfully processed transaction in SAIS resulted in deleted enrollment, deleted language program participation, or deleted special education program participation. The report may be helpful in determining why a student who had shown as successfully enrolled as a member of the school or in an ELL or SPED program at an earlier point in the school year no longer appears on SDELL71, SDSPED71, and/or SDADMS72 reports.	School	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS79 Dropout Tracker Report	This report lists students who were successfully processed in SAIS with a withdrawal code indicating that the students dropped out (W4, S4, W5, S5). The report also lists whether or not these students had a subsequent enrollment in another Arizona district or charter school.	School or Dist/CH[1]	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDIEP71 Initial IEP Report	This report lists preschool students with disabilities who have a record in SAIS documenting their initial IEP (Individualized Education Program). The report also includes whether or not the students are enrolled in an Arizona Early Intervention Program.	District or Charter Holder	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDSPED71 SPED Report	This report lists all relevant data that currently resides in SAIS pertaining to each student's special education needs and special education program participation. The report will also identify students whose special education records have failed in integrity processing.	School	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser

[1] Dist/CH – District/Charter Holder Level

[4] This report is only updated when transactions effecting fields in the report are submitted to and successfully processed in SAIS.

Name/Number	Description/Use	Level	Updated	Available Format	Suggested Format	Suggested Viewing
SDSPED72-1 SPED by DOA Report	This report lists all relevant data that currently resides in SAIS pertaining to each student's special education needs and special education program participation by District of Attendance. The report will also identify students whose special education records have failed in integrity processing. *This district/charter holder report is intended for use with third party software such as an XML editor or a spreadsheet application such as Microsoft Excel.*	District or Charter Holder	After transactions are processed[4]	XML or Simple Text	XML for viewing online (may not be appropriate for printing) Simple Text or XML for use with third party software	Microsoft Internet Explorer Version 5.5 or higher Save on local drive before opening[3]
SDSPED72-2 SPED by DOR Report	This report lists all relevant data that currently resides in SAIS pertaining to each student who is tuitioned out to a private school or who attends a Head Start for special education needs and special education program participation by District of Residence. The report will also identify students whose special education records have failed in integrity processing. *This district/charter holder report is intended for use with third party software such as an XML editor or a spreadsheet application such as Microsoft Excel.*	District or Charter Holder	After transactions are processed[4]	XML or Simple Text	XML for viewing online (may not be appropriate for printing) Simple Text or XML for use with third party software	Microsoft Internet Explorer Version 5.5 or higher Save on local drive before opening[3]
SDELL70 Student Detail ELL Assessment Search	This report is used to determine what ELL assessment records exist in SAIS for a particular student. The report is especially useful to determine if a student who is new to a school has been previously assessed, and if so, whether the most recent assessment result shows the student to be eligible to participate in an English Language Learner Program. *A student must have an active membership in the requesting school, school district or charter holder in order to retrieve his/her ELL assessment results.*	Individual Student at School or District or Charter Holder (SAIS ID Required)	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDELL71 ELL Report	This report lists all relevant data that currently resides in SAIS pertaining to each student's English language needs and English Language Learner program participation. The report will also identify students whose ELL records have failed in integrity processing.	School	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDELL72 ELL Assessment Report	This report lists student assessment results *(used to qualify students for placement in English Language Learner programs)* that currently reside in SAIS.	School	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in

[3] Depending on system configuration, it may be possible to open this report without first saving it to a local drive. Those who run Microsoft Windows XP may open this report directly by configuring security settings according to the following procedure. In Microsoft Internet Explorer, choose Tools/Internet Options/Security/Custom Level. Under Miscellaneous-Access data sources across domains, choose "Enable," then click "OK." Please check with your local network administrator before changing security settings.

[4] This report is only updated when transactions effecting fields in the report are submitted to and successfully processed in SAIS.

Name/Number	Description/Use	Level	Updated	Available Format	Suggested Format	Suggested Viewing
SDSUPP71 Support Program Participation Report	This report lists all students who have been reported as having a "Need" in one of the following "Need Groups" as defined in the ADE Code Values Document: Giftedness Economic Disadvantage[5] Behavioral Disadvantage Academic Disadvantage Additionally, the report lists students who have been reported as participating in the following Support Programs: 21st Century Homeless Migrant Academic Support Migrant Health - Eye and Dental Services Migrant Support Services - Non-academic Neglected or Delinquent Program Services School Improvement, Supplemental Education Services, Title I Mathematics Title I Other Title I Reading Title I Science Transportation/Migrant Transportation/School Choice Gifted Johnson-O'Malley Indian Education Failing Schools Tutoring The report may be filtered to display a particular Need category only, or to return lists for all Need categories.	School	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDSUPP72 NCLB 1 and NCLB 2 Indicator Totals	This report provides aggregated NCLB 1 and NCLB 2 indicator counts (free and reduced fee lunch counts) for individual schools within a district or charter holder. The report does not contain any student level identification elements. *This report is only available in the download area of the Student Detail Data Interchange at the District or Charter Holder level.*	District or Charter Holder	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser

[4]This report is only updated when transactions effecting fields in the report are submitted to and successfully processed in SAIS.

[5]The SDSUPP71 report does not include a listing of students reported as eligible for an NCLB indicator. Aggregate counts of such students are displayed on the SDSUPP72 report available at the district/charter holder level.

Name/Number	Description/Use	Level	Updated	Available Format	Suggested Format	Suggested Viewing
SDADMS80-1 Charter/Public Concurrencies Report	This report identifies each student whose current SAIS data indicates that he/she has a simultaneous membership period in a charter school and a public school that is not a charter school. Appropriate personnel from every LEA are urged to use the Charter/Public Concurrencies Report to assess the validity of the enrollment date, FTE, and withdrawal date (if applicable) that they have reported for listed students. Any information that is found to be missing or inaccurate must be corrected through submissions to the SAIS Student Detail Database. Information that is found to be complete and accurate should be validated through use of the application located in the Maintenance Area of the Student Detail Data Interchange.	School	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDADMS80-2 Student Detail Concurrency Report	This report identifies each student whose current SAIS data indicates that he/she has a simultaneous membership period in any combination of Arizona public schools. An option exists to view this report for an individual student by entering his/her SAIS ID or for all students in the school who have concurrent enrollments.	School or Individual Student (SAIS ID Required)	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDYE05-1 Year End Enrollment Report	This report was previously known as the "ROLL 05-01" and was available as one of the Student Counts Reports on the District/Charter home page. The SDYE05-1 shows submitted student counts for each Activity Type *(Enrollment, Withdrawal, Readmission, Year End Status and Summer Withdrawal)* by ethnicity and gender within each grade level. The report also includes a summary page for all grades at a school and, when requested at the district/charter holder level, all grades at all schools combined.	School or Dist/CH[1]	After transactions are processed[4]	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDTEST01-1 Student Test History Report	This report displays AIMS test results for individual 10th, 11th, and 12th grade students (when available). It is useful when attempting to retrieve previous high school AIMS history for students who transfer between schools. A student must have an active membership in the requesting school, school district or charter holder in order to retrieve his/her AIMS results. If the student has an active membership in the requesting school, district or charter holder and has no records relating to AIMS testing in SAIS, a message stating "No High School AIMS Testing history available for this student" will be displayed.	Individual Student (SAIS ID Required) Accessed at School or Dist/CH[1]	After test results are added to SAIS by ADE	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser

[1] Dist/CH – District/Charter Holder Level

[4] This report is only updated when transactions effecting fields in the report are submitted to and successfully processed in SAIS.

Name/Number	Description/Use	Level	Updated	Available Format	Suggested Format	Suggested Viewing
SDTEST01-2 Student Test History Report	This report displays AIMS test results for 10th, 11th, and 12th grade students (when available). It is useful when attempting to retrieve previous high school AIMS history for students who transfer between schools. A student must have an active membership in the requesting school, school district or charter holder in order to retrieve his/her AIMS results. SDTEST01-2 differs from SDTEST01-1 in that all students with AIMS test results at a school or district/charter holder will be displayed. An option to display only students who have transferred into a school or district/charter holder also exists.	Accessed at School or Dist/CH[1]	After test results are added to SAIS by ADE	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser
SDTEST02 Test Labels Report	This report displays the list of students extracted from SAIS whose information was sent to the testing company to generate test labels. It is filtered by test type at the district/charter holder level. Student information is listed by school, including SAIS ID, student name, date of birth, gender, ethnicity, grade, cohort, and group name. This report may be helpful when verifying which students will receive test labels and determining which students will not receive a test label and will need one created by hand.	District or Charter Holder	Each fall and spring per timelines set by ADE's Research and Evaluation section	PDF, XML, Simple Text	PDF	Adobe Acrobat Reader Save to hard drive or open directly in the browser

[1] Dist/CH – District/Charter Holder Level

Home Language Codes

Code in transaction	Description	Countries Spoken in
00	English	United Kingdom, United States, Canada, Australia, Anglophone Caribbean, American Samoa, Anguilla, Antigua and Barbuda, Argentina, Aruba, Bahamas, Bahrain, Bangladesh, Barbados, Belize, Bermuda, Botswana, Brazil, British Virgin Islands, Brunei, Cambodia, Cameroon, Cayman Islands, Christmas Island, Cocos Islands, Cook Islands, Costa Rica, Cyprus, Denmark, Dhekelia, Dominica, East Timor, Egypt, Equatorial Guinea, Ethiopia, Falkland Islands, Fiji, Gambia, Gaza Strip, Ghana, Gibraltar, Greece, Greenland, Grenada, Guam, Guernsey, Guyana, Hong Kong, Iceland, India, Indonesia, Ireland, Isle of Man, Israel, Jamaica, Jersey, Jordan, Kenya, Kiribati, Kuwait, Kyrgyzstan, Laos, Lebanon, Lesotho, Liberia, Libya, Malaysia, Maldives, Malta, Marshall Islands, Mauritius, Micronesia, Monaco, Montserrat, Namibia, Nauru, Nepal, New Zealand, Nicaragua, Nigeria, Niue, Norfolk Island, Northern Mariana Islands, Oman, Pakistan, Panama, Papua New Guinea, Philippines, Pitcairn Islands, Puerto Rico, Qatar, Rwanda, Saint Helena, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, Somalia, South Africa, Sri Lanka, Sudan, Suriname, Swaziland, Switzerland, Syria, Tanzania, Thailand, Tokelau, Tonga, Trinidad and Tobago, Turks and Caicos Islands, Tuvalu, Uganda, United Arab Emirates, Vanuatu, Vietnam, Virgin Islands, West Bank, Zambia, Zimbabwe
01	Spanish	Argentina, Aruba, Belize, Bolivia, Brazil, Chile, Columbia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Gibraltar, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Switzerland, Trinidad and Tobago, United States, Uruguay, Venezuela, Virgin Islands,
68	Afrikaans	Botswana, Ghana, Lesotho, Namibia, South Africa, Swaziland, Zimbabwe, Zambia
47	Albanian	Albania, Greece, Kosovo, Serbia, Montenegro, Republic of Macedonia, Turkey, Italy, Sicily, Switzerland
48	Amharic	Ethiopia
02	Arabic	Algeria, Bahrain, Comoros, Chad, Djibouti, Egypt, Eritrea, Gaza Strip, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Mali, Mauritania, Morocco, Oman, Palestine (West Bank and Gaza), Qatar, Western Sahara (SADR), Saudi Arabia, Senegal (Hassaniya), Somalia, Sudan, Syria, Tanzania, Tunisia, United Arab Emirates, Uganda, Yemen
49	Azeri	Republic of Azerbaijan, Iran, Georgia, Russia, Ukraine, Iraq, Turkey, Syria, Kazakhstan.
69	Bengali	Bangladesh, India

50	Burmese	Myanmar (Burma), Thailand, Bangladesh, Malaysia
03	Cambodian	Cambodia, Thailand
04	Cantonese	Southern China, Hong Kong, Macau, Malaysia, Singapore
05	Czechoslovakian	Czech Republic, Slovakia
51	Dari	Afghanistan, Iran
52	Dinka	Sudan
06	Dutch	Aruba, Belgium, Netherlands, Netherlands Antilles, Indonesia, France, Germany, South Africa, Suriname,
53	Farsi	Afghanistan, Armenia, Azerbaijan, Bahrain, Georgia, Iran, Iraq, Southern Russia, Tajikistan, Uzbekistan
07	Filipino	Philippines, Palau
08	Finnish	Finland, Estonia, Sweden, Norway, Northwestern Russia
09	French	France, Canada, Belgium, Brazil, Lebanon, Luxembourg, Algeria, Andorra, Argentina, Benin, Burkina Faso, Benin, Burundi, Cambodia, Central African Republic, Cameroon, Chad, Comoros Ivory Coast, Democratic Republic of Congo, Djibouti, Niger, Haiti, Italy, Egypt, Equatorial Guinea , French Guinea, French Polynesia, Gabon, Guinea, Greece, Guadeloupe, Guernsey, Laos, Madagascar, Mali, Martinique, Mauritania, Mauritius, Mayotte, Monaco, Morocco, New Caledonia, Reunion, Rwanda, Saint Pierre and Miquelon, Senegal, Seychelles, Switzerland, Syria, Togo, Trinidad and Tobago, Tunisia, Vatican City, Vanuatu, Vietnam, Virgin Islands, Wallis and Futuna
10	German	Germany, Austria, Switzerland, Liechtenstein, Belgium, Iceland, Italy, France, Luxembourg, Namibia, Netherlands, Poland, Czech Republic, Denmark, Namibia, Romania, South Africa, Argentina
11	Greek	Greece, Cyprus, Akotiri, Albania, Dhekelia,
12	Hebrew	Israel, West Bank, Gaza Strip
70	Hindi	India, Trinidad and Tobago, United Arab Emirates
13	Hungarian	Hungary, Romania, Slovakia, Ukraine, Serbia, Croatia, Austria, Slovenia
14	Italian	Italy, Malta, Argentina, Uruguay, Somalia, Brazil, Libya, Ethiopia, Gibraltar, Switzerland, San Marino, Vatican City, Australia
15	Japanese	Japan, Angaur (Palau)
54	Kirundi	Burundi, Tanzania, Uganda
16	Korean	North Korea, South Korea, People's Republic of China
55	Kru	Liberia
17	Laotian	Laos, Thailand
56	Lingala	Democratic Republic of Congo, Angola, Central African Republic

57	Maay	Somalia, Ethiopia, Djibouti, Kenya
18	Mandarin	People's Republic of China, Singapore, Indonesia, Malaysia, Macau, Taiwan
58	Mandingo	Guinea, Burkina Faso, Mali, Senegal, Gambia
59	Nuer	Sudan
60	Pashto	Afghanistan, Pakistan
71	Persian	Afghanistan, Iran, Tajikistan, United Arab Emirates
19	Polish	Poland, Lithuania, Belarus, Germany, Ukraine
20	Portuguese	Portugal, Angola, Andorra, Bermuda, Brazil, Cape Verde, East Timor, Mozambique, Guinea Bissau, Gibraltar, Jersey, Sao Tome and Principe, Switzerland
72	Punjabi	India, Pakistan
21	Romanian	Romania, Moldova, Vojvodina, Russia, Serbia, Hungary, Ukraine
22	Russian	Russia, Belarus, Kazakhstan, Kyrgyzstan, Crimea, Abkhazia, South Ossetia, Transnistria, Gagauzia, Georgia, Israel, Moldova, Mongolia, Svalbard, Estonia, Finland, Latvia, Lithuania, Mongolia, Tajikistan, Turkmenistan, Ukraine, Uzbekistan,
61	Serbian	Serbia, Montenegro, Bosnia-Herzegovina, Macedonia,
62	Somali	Somalia, Ethiopia, Djibouti, Kenya
63	Swahili	Tanzania, Kenya, Uganda, Rwanda, Burundi, Democratic Republic of Congo, Somalia, Comoros Islands, Mozambique, Malawi, Malaysia
64	Tagalog	Philippines
23	Thai	Thailand, Malaysia
24	Ukrainian	Ukraine, Russia, Slovakia,
65	Urdu	Pakistan, India, Bahrain, Guyana, Oman, United Arab Emirates
66	Uzbek	Uzbekistan, Kyrgyzstan, Afghanistan, Kazakhstan, Turkmenistan, Tajikistan, Russia, Turkey
67	Vai	Liberia
25	Vietnamese	Vietnam, Cambodia
26	Serbo-Croatian (formerly "Yugoslavia")	Bosnia-Herzegovina, Croatia, Serbia, Montenegro

Code in transaction	Description	Countries Spoken in
27	Other Non-Indian	
28	Navajo	United States (Arizona, New Mexico, Colorado, Utah)
29	Apache (San Carlos)	United States (Arizona)
30	Apache (Whiteriver)	United States (Arizona)
31	Chemehuevi	United States (Arizona)
73	Cherokee	United States (North Carolina, Oklahoma)
32	Cocopah	United States (Arizona)
33	Hopi	United States (Arizona)
34	Haulapai	United States (Arizona)
35	Kaibab-Paiute	United States (Arizona)
36	Maricopa	United States (Arizona)
37	Mohave	United States (Arizona)
38	Papago (Tohono O'odham)	United States (Arizona)
39	Pima (Akimel O'odham)	United States (Arizona)
40	Supai	United States (Arizona)
41	Tewa	United States (Arizona, New Mexico)
42	Yaqui	United States (Arizona), Mexico
43	Yavapai	United States (Arizona)
44	Yuma	United States (Arizona)
45	Other Indian	
46	American Sign Language (ASL)	This code will no longer be accepted by SAIS beginning FY2005. *[Note in FY04 documentation: "Code added in error for FY2003-04. NOTE: This code should NOT be submitted to SAIS. Because of the incorrectly published requirements though, SAIS will accept this code for FY2004, but it will be changed to code 00 (English) before the element is added to the SAIS database. This code will not be reported by ADE."]*

Country of Origin	Languages Spoken	Possible Matches
Afghanistan	Persian, Dari, Pashto, Uzbek, Turkmen, Farsi	Persian, Dari, Pashto, Farsi
Akrotiri	English, Greek	English, Greek
Albania	Albanian, Greek, Vlach, Romani	Albanian, Greek
Algeria	Arabic, French, Berber	Arabic, French
American Samoa	Samoan, English, Tongan	English
Andorra	Catalan, French, Castilian (Spanish), Portuguese	French, Spanish, Portuguese
Angola	Portuguese, Bantu, Lingala	Portuguese, Lingala
Anguilla	English	English
Antigua and Barbuda	English	English
Argentina	Spanish, English, Italian, German, French	Spanish, English, Italian, German, French
Armenia	Armenian, Yezidi, Russian, Farsi	Russian, Farsi
Aruba	Dutch, Papiamento, English, Spanish	Dutch, English, Spanish
Australia	English, Chinese, Italian	English, Italian, Cantonese
Austria	German, Slovene, Croatian, Hungarian	German, Hungarian, Serbo-Croatian
Azerbaijan	Azerbaijan, Russian, Armenian, Azeri, Farsi	Russian, Azeri, Farsi
Bahamas, The	English, Creole	English, French
Bahrain	Arabic, English, Farsi, Urdu	Arabic, English, French, Urdu
Bangladesh	Bangla, English, Bengali, Burmese	English, Bengali, Burmese
Barbados	English	English
Belarus	Belarusian, Russian, Polish	Russian, Polish
Belgium	Dutch, French, German	Dutch, French, German
Belize	English, Spanish, Mayan, Garifuna, Creole	English, Spanish
Benin	French, Fon and Yoruba	French
Bermuda	English, Portuguese	English, Portuguese
Bhutan	Dzongkha, Tibetan, Nepalese	
Bolivia	Spanish, Quechua, Aymara	Spanish
Bosnia and Herzegovina	Bosnian, Croatian, Serbian	Serbian, Serbo-Croatian
Botswana	Setswana, Kalanga, Sekgalagadi, English, Afrikaans	English, Afrikaans
Brazil	Portuguese, Spanish, English, French, Italian	Portuguese, Spanish, English, French, Italian
British Virgin Islands	English	English
Brunei	Malay, English, Chinese	English, Cantonese, Mandarin

Bulgaria	Bulgarian, Turkish, Roma	
Burkina Faso	French, Mandingo, native African languages	French, Mandingo, Afrikaans
Burma	Burmese	Burmese
Burundi	Kirundi, French, Swahili	Kirundi, French, Swahili
Cambodia	Cambodian, Khmer, French, English, Vietnamese	Cambodian, French, English, Vietnamese
Cameroon	24 major African language groups, English, French	Afrikaans, English, French
Canada	English, French	English, French
Cape Verde	Portuguese, Crioulo	Portuguese
Cayman Islands	English	English
Central African Republic	French, Sangho, Lingala	French, Lingala
Chad	French, Arabic, Sara,	French, Arabic
Chile	Spanish	Spanish
China	Standard Chinese or Mandarin, Yue, Wu, Minbei, Minnan, Xiang, Gan, Cantonese, Korean	Cantonese, Korean, Mandarin
Christmas Island	English, Chinese, Malay	English, Cantonese, Mandarin
Cocos (Keeling) Islands	Malay, English	English
Columbia	Spanish	Spanish
Comoros	Arabic, French, Shikomro, Swahili	Arabic, French, Swahili
Congo, Democratic Republic of	French, Lingala, Kingwana, Kikongo, Tshiluba, Swahili	French, Lingala, Afrikaans, Swahili
Cook Islands	English, Maori	English
Costa Rica	Spanish, English	Spanish, English
Cote d'Ivoire	French, Dioula	French
Croatia	Croatian, Serbian, Hungarian	Serbo-Croatian, Serbian, Hungarian
Cuba	Spanish	Spanish
Cyprus	Greek, Turkish, English	Greek, English
Czech Republic	Czech, German	Czechoslovakian, German
Denmark	Danish, Faroese, Greenlandic, German, English	German, English
Dhekelia	Greek, English	Greek, English
Djibouti	French, Arabic, Somali, Afar, Maay	French, Arabic, Somali, Maay
Dominica	English, French patois	English, French
Dominican Republic	Spanish	Spanish
East Timor	Portuguese, Indonesian, English, Tetum, Galole, Mambae, Kemak	Portuguese, English

Ecuador	Spanish, Amerindian languages	Spanish
Egypt	Arabic, English, French	Arabic, English, French
El Salvador	Spanish, Nahua	Spanish
Equatorial Guinea	Spanish, French, pidgin English, Fang, Bubi, Ibo	Spanish, French, English
Eritrea	Afar, Arabic, Tigre, Kunama, Tigrinya	Arabic
Estonia	Estonian, Russian, Finnish	Russian, Finnish
Ethiopia	Amharic, Tigrinya, Oromigna, Guaragigna, Somali, Arabic, English, Italian, Maay	Amharic, Afrikaans, Somali, Arabic, English, Italian, Maay
Falkland Islands	English	English
Faroe Islands	Faroese, Danish	
Fiji	English, Fijian, Hindustani	English
Finland	Finnish, Swedish, Russian	Finnish, Russian
France	French, Dutch, German	French, Dutch, German
French Guiana	French	French
French Polynesia	French, Polynesian	French
Gabon	French, Fang, Myene, Nzebi, Bapounou/Eschira, Bandjabi	French
Gambia, The	English, Mandinka, Wolof, Fula, Mandingo	English, Mandingo
Gaza Strip	Arabic, Hebrew, English	Arabic, Hebrew, English
Georgia	Georgian, Russian, Armenian, Azeri, Farsi	Russian, Azeri, Farsi
Germany	German, Dutch, Polish	German, Dutch, Polish
Ghana	English, Afrikaans, Akan, Moshi-Dagomba, Ewe, Ga	English, Afrikaans
Gibraltar	English, Spanish, Italian, Portuguese	English, Spanish, Italian, Portuguese
Greece	Greek, English, French, Albanian	Greek, English, French, Albanian
Greenland	Greenlandic, Danish, English	English
Grenada	English, French patois	English, French
Guadeloupe	French, Creole patois	French
Guam	English, Chamorro	English
Guatemala	Spanish, Quiche, Cakchiquel, Kekchi, Mam, Garifuna, Xinca	Spanish
Guernsey	English, French, Norman-French	English, French
Guinea	French, Mandingo; Note – each ethnic group has its own language	French, Mandingo

Guinea-Bissau	Portuguese, Crioulo, African languages	Portuguese
Guyana	English, Amerindian dialects, Creole, Hindi, Urdu	English, Hindi, Urdu
Haiti	French, Creole	French
Holy See (Vatican City)	Italian, Latin, French	Italian, French
Honduras	Spanish, Amerindian dialects	Spanish
Hong Kong	Chinese (Cantonese), English	Cantonese, Mandarin, English
Hungary	Hungarian, Romanian	Hungarian, Romanian
Iceland	Icelandic, English, German	English, German
India	English, Bengali, Telugu, Marathi, Tamil, Urdu, Gujarati, Malayalam, Kannada, Oriya, Punjabi, Assamese, Kashmiri, Sindhi, Sanskrit, Hindustani, Hindi	English, Bengali, Urdu, Hindi, Punjabi,
Indonesia	Bahasa Indonesia, Malay, English, Dutch, Javanese	English, Dutch
Iran	Persian, Turkic, Kurdish, Luri, Balochi, Arabic, Turkish, Dari, Azeri, Farsi	Persian, Arabic, Dari, Azeri, Farsi
Iraq	Arabic, Kurdish, Assyrian, Armenian, Azeri, Farsi	Arabic, Azeri, Farsi
Ireland	English	English
Isle of Man	English, Manx Gaelic	English
Israel	Hebrew, Arabic, English, Russian	Hebrew, Arabic, English, Russian
Italy	Italian, German, French, Slovene, Albanian	Italian, German, French
Jamaica	English, patois English	English
Japan	Japanese	Japanese
Jersey	English, Portuguese	English, Portuguese
Jordan	Arabic, English	Arabic, English
Kazakhstan	Kazakh, Russian, Azeri, Uzbek	Russian, Azeri, Uzbek
Kenya	English, Kiswahili, Swahili, Maay, Somali	English, Swahili, Maay, Somali
Kiribati	I-Kiribati, English	English
Korea, North	Korean	Korean
Korea, South	Korean, English	Korean, English
Kuwait	Arabic, English	Arabic, English
Kyrgyzstan	Kyrgyz, Russian, Uzbek	Russian, Uzbek
Laos	Laotian, French, English	Laotian, French, English
Latvia	Latvian, Russian, Lithuanian	Russian

Lebanon	Arabic, French, English, Armenian	Arabic, French, English
Lesotho	Sesotho, English, Zulu, Xhosa, Afrikaans	English, Afrikaans
Liberia	English, Vai, Kru	English, Vai, Kru
Libya	Arabic, Italian, English	Arabic, Italian, English
Liechtenstein	German	German
Lithuania	Lithuanian, Russian, Polish	Russian, Polish
Luxembourg	Luxembourgish, German, French	German, French
Macau	Cantonese, Hokkien, Mandarin	Cantonese, Mandarin
Macedonia	Macedonian, Albanian, Turkish, Roma, Serbian	Albanian, Serbian, Serbo-Croatian
Madagascar	French, Malagasy	French
Malawi	Chichewa, Chinyanja, Chiyao, Chitumbuka, Chisena, Chilomwe, Chitonga	
Malaysia	Bahasa Melayu, English, Chinese (Cantonese, Mandarin, Hokkien, Hakka, Hainan, Foochow), Tamil, Telugu, Malayalam, Punjabi, Thai, Iban, Kadazan, Burmese, Swahili	English, Cantonese, Mandarin, Punjabi, Thai, Burmese, Swahili
Maldives	Maldivian Dhivehi, English	English
Mali	French, Bambara, Arabic, Mandingo	French, Arabic, Mandingo
Malta	Maltese, English, Italian	English, Italian
Marshall Islands	Marshallese, English	English
Martinique	French, Creole patois	French
Mauritania	Arabic, Pulaar, Soninke, French, Hassaniya, Wolof	Arabic, French
Mauritius	Creole, Bhojpuri, French, English,	French, English
Mayotte	Mahorian (a Swahili dialect), French	Swahili, French
Mexico	Spanish, Mayan, Nahuati	Spanish
Micronesia, Federated States of	English, Trukese, Pohnpeian, Yapese, Kosrean, Ulithian, Woleaian, Nukuoro, Kappingamarangi	English
Moldova	Moldovan, Russian, Gagauz, Romanian	Russian, Romanian
Monaco	French, English, Italian, Monegasque	French, English, Italian
Mongolia	Khalkha Mongol, Turkic, Russian	Russian

Montenegro	Serbian, Albanian	Serbian, Serbo-Croatian, Albanian
Montserrat	English	English
Morocco	Arabic, Berber, French	Arabic, French
Mozambique	Emakhuwa, Xichangana, Portuguese, Elomwe, Cisena, Echuwabo, Swahili	Portuguese, Swahili
Namibia	English, Afrikaans, German, Oshivambo, Herero, Nama	English, Afrikaans, German
Nauru	Nauruan, English	English
Nepal	Nepali, Maithali, Bhojpuri, Tharu, Tamang, Newar, Magar, Awadhi, English	English
Netherlands	Dutch, Frisian, German	Dutch, German
Netherlands Antilles	Papiamento, English, Dutch, Spanish, Creole	English, Dutch, Spanish
New Caledonia	French	French
New Zealand	English, Maori	English
Nicaragua	Spanish, Miskito, English	Spanish, English
Niger	French, Hausa, Djerma	French
Nigeria	English, Hausa, Yoruba, Igbo (Ibo), Fulani	English
Niue	Niuean, English	English
Norfolk Island	English, Norfolk	English
Northern Mariana Islands	Philippine Languages, Chinese, Chamorro, English	Filipino, Tagalog, Cantonese, Mandarin, English
Norway	Bokmal Norwegian, Nynorsk Norwegian, Sami, Finnish	Finnish
Oman	Arabic, English, Baluchi, Urdu	Arabic, English, Urdu
Pakistan	Punjabi, Sindhi, Siraiki, Pashto, Urdu, Balochi, Hindko, Brahui, English, Burushaski	Punjabi, Pashto, English
Palau	Palauan, English, Tobi, Anguar, Japanese, Filipino, Carolinian	English, Japanese, Filipino, Tagalog
Panama	Spanish, English	Spanish, English
Papua New Guinea	Melanesian Pidgin, English, Motu	English
Paraguay	Spanish, Guarani	Spanish
Peru	Spanish, Quechua, Aymara	Spanish
Philippines	Filipino (Based on Tagalog), English, Tagalog, Cebuano, Ilocano, Hiligaynon, Ilonggo, Bicol, Waray, Pampango, Pangasinan	Filipino, Tagalog, English
Pitcairn Islands	English, Pitcairnese	English

Poland	Polish, German	Polish, German
Portugal	Portuguese, Mirandese	Portuguese
Puerto Rico	Spanish, English	Spanish, English
Qatar	Arabic, English	Arabic, English
Reunion	French, Creole	French
Romania	Romanian, Hungarian, German	Romanian, Hungarian, German
Russia	Russian, Azeri, Farsi, Finnish, Romanian, Ukrainian, Uzbek	Russian, Azeri, Farsi, Finnish, Romanian, Ukrainian, Uzbek
Rwanda	Kinyarwanda, Bantu, French, English, Swahili	French, English, Swahili
Saint Helena	English	English
Saint Kitts and Nevis	English	English
Saint Lucia	English, French Patois	English, French
Saint Pierre and Miquelon	French	French
Saint Vincent and the Grenadines	English, French Patois	English, French
Samoa	Samoan, English	English
San Marino	Italian	Italian
Sao Tome and Principe	Portuguese	Portuguese
Saudi Arabia	Arabic	Arabic
Senegal	French, Wolof, Pulaar, Jola, Mandinka, Arabic, Mandingo	French, Arabic, Mandingo
Serbia	Serbian, Romanian, Hungarian, Slovak, Croatian, Albanian	Serbian, Serbo-Croatian, Romanian, Hungarian, Albanian
Seychelles	Creole, English, French	English, French
Sierra Leone	English, Mende, Temne, Krio	English
Singapore	Mandarin, English, Malay, Hokkien, Cantonese, Teochew, Tamil	Cantonese, Mandarin, English
Slovakia	Slovak, Hungarian, Roma, Ukrainian, Czech	Hungarian, Ukrainian, Czechoslovakian
Slovenia	Slovenian, Serbo-Croatian, Hungarian	Serbo-Croatian, Serbian, Hungarian
Solomon Islands	Melanesian Pidgin, English	English
Somalia	Somali, Arabic, Maay, Italian, English, Swahili	Arabic, Somali, Maay, Italian, English, Swahili
South Africa	IsiZulu, IsiXhosa, Afrikaans, Sepedi, English, Setswana, Sesotho, Xitsonga, Dutch, German	Afrikaans, English, Dutch, German
Spain	Castillian Spanish, Catalan, Galician, Basque	Spanish
Sri Lanka	Sinhala, Tamil, English	English

Sudan	Arabic, Nubian, Ta Bedawie, Nilotic, Nilo-Hamitic, English, Dinka, Nuer	Arabic, English, Dinka, Nuer
Suriname	Dutch, English, Sranang Tongo, Hindustani, Javanese	Dutch, English
Svalbard	Norwegian, Russian	Russian
Swaziland	English, siSwati, Afrikaans	English, Afrikaans
Sweden	Swedish, Finnish	Finnish
Switzerland	German, French, Italian, Serbo-Croatian, Albanian, Portuguese, Spanish, English, Romansch,	German, French, Italian, Serbo-Croatian, Albanian, Portuguese, Spanish, English
Syria	Arabic, Kurdish, Armenian, Aramaic, Circassian, English, French, Azeri	Arabic, English, French, Azeri
Taiwan	Mandarin Chinese, Taiwanese, Hakka	Mandarin, Thai
Tajikistan	Tajik, Russian, Farsi, Persian, Uzbek	Russian, Farsi, Persian, Uzbek
Tanzania	Kiswahili, Swahili, English, Kirundi, Arabic	Swahili, English, Kirundi, Arabic
Thailand	Thai, English, Burmese, Cambodian, Laotian	Thai, English, Burmese, Cambodian, Laotian
Togo	French, Ewe, Mina, Kabye, Dagomba	French
Tokelau	Tokelauan, English	English
Tonga	Tongan, English	English
Trinidad and Tobago	English, Hindi, French, Spanish, Chinese	English, Hindi, French, Spanish, Cantonese, Mandarin
Tunisia	Arabic, French	Arabic, French
Turkey	Turkish, Kurdish, Dimli, Azeri, Kabardian, Albanian, Uzbek	Azeri, Albanian, Uzbek
Turkmenistan	Turkmen, Russian, Uzbek	Russian, Uzbek
Turks and Caicos Islands	English	English
Tuvalu	Tuvaluan, English, Samoan, Kiribati	English
Uganda	English, Ganda, Luganda, Swahili, Arabic, Kirundi	English, Arabic, Swahili, Kirundi
Ukraine	Ukrainian, Russian, Romanian, Azeri, Hungarian, Polish	Ukrainian, Russian, Romanian, Azeri, Hungarian, Polish
United Arab Emirates	Arabic, Persian, English, Hindi, Urdu	Arabic, Persian, English, Hindi, Urdu
United Kingdom	English, Welsh	English
United States	English, Spanish	English, Spanish

Uruguay	Spanish, Portunol, Brazilero, Italian	Spanish, Italian
Uzbekistan	Uzbek, Russian, Tajik, Farsi	Uzbek, Russian, Farsi
Vanuatu	Bislama, English, French	English, French
Venezuela	Spanish	Spanish
Vietnam	Vietnamese, English, French, Chinese, Khmer	Vietnamese, English, French, Cantonese, Madarin
Virgin Islands	English, Spanish, French	English, Spanish, French
Wallis and Futuna	Wallisian, Futunian, French	French
West Bank	Arabic, Hebrew, English	Arabic, Hebrew, English
Western Sahara	Hassaniya Arabic, Moroccan Arabic	Arabic
Yemen	Arabic	Arabic
Zambia	English, Bemba, Kaonda, Lozi, Lunda, Luvale, Nyanja, Tonga, Afrikaans	English, Afrikaans
Zimbabwe	English, Shona, Sindebele, Afrikaans	English, Afrikaans

System Training and Response (STaR) Team – SAIS Information Series

New SAIS Requirements for ELL – Fiscal Year 2007

This document is intended to describe changes to SAIS reporting requirements for fiscal year 2007 that apply to students who participate in English Language Learner Programs.

Introduction

There are very few changes to SAIS reporting requirements for fiscal year 2007 that apply to English Language Learners. While there were significant changes made to the student assessment used to determine program eligibility (from SELP to AZELLA) SAIS reporting requirements for student assessments remain unchanged. Changes were made to the code descriptions that apply to the identification of New and Continuing English Language Learners as well as the definitions of the codes used to report overall assessment results to SAIS. Those code descriptions are included below.

Finally, a possibility exists that procedures may be added that would require that assessments be administered to students who are in the first and second year of monitoring following reclassification as Fluent English Proficient; however, there is no such requirement at this time. Additional details are included below.

Language Participation Status Codes

Code Submitted to SAIS	Short Description	Definition
C	Continuing	<u>Continuing</u> - Student is an ELL and was classified as an ELL in Arizona in a prior fiscal year(s).
N	New	<u>New</u> - Student was assessed and is eligible to be classified as an ELL for the very first time in Arizona. ***Note:*** *A Student should only be classified as a New ELL in Arizona one time.*

Overall Assessment Result

Code Submitted to SAIS	Short Description	Definition
1	New English Language Learner (New ELL)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program for the first time in Arizona. *Note: A student should only be classified as a New ELL in Arizona one time.*
2	Continuing English Language Learner (Continuing ELL)	The overall result of this assessment qualifies the student to continue to be eligible to participate in an ELL program. This is not the first assessment that shows the student to be eligible to participate in an ELL program and the student has never been Reclassified FEP by an assessment in Arizona.
3	Reclassified Fluent English Proficient (Reclassified FEP)	The overall result of this assessment shows the ELL student to be proficient. This student previously participated in an ELL program.
4	Initial Fluent English Proficient (Initial FEP)	The overall result of this assessment shows the student to be proficient. This student has never participated in an ELL program in Arizona.
5	English Language Learner After Reclassification (ELLAR)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program again. This student was previously Reclassified FEP in Arizona.
6	Continuing Fluent English Proficient (Continuing FEP)	This student was previously Reclassified FEP by assessment and is being monitored. *Note: Students must be monitored for two years after being Reclassified FEP.*

Assessing Students who are Continuing FEP

Legislation that is currently under consideration would require that Continuing FEP students who are in year one or year two of monitoring after having been Reclassified FEP are to be assessed. **To be clear, no such requirement is in place at this time**. Should such a requirement be implemented, rules in SAIS regarding *Overall Total Composite Scaled Score* that must be submitted when the *Overall Assessment Result* is *Continuing FEP* (currently 999) would need to be modified.

If a requirement to administer assessments and report assessment results to SAIS for students who are being monitored (Continuing FEP, years one and two) should be implemented at any time during this or any subsequent year, various sections of the Arizona Department of Education including English Acquisition Services, Information Technology and the System Training and Response Team will notify local educational agencies and provide necessary information and assistance.

New SAIS Requirements for SPED – Fiscal Year 2007

This document is intended to describe changes to SAIS reporting requirements for fiscal year 2007 that apply to students who participate in Special Education Programs.

Introduction

There are two significant changes to SAIS reporting requirements for fiscal year 2007 that apply to Special Education Students. SPED Exit Reason Codes are now required when an exit date is submitted, and a requirement has been added for schools to indicate a Federal Primary Need for each Special Education Student. Please see details below.

SPED Exit Reason Required

Prior to fiscal year 2007, submission of SPED Exit Reason Codes was an option in SAIS. Personnel from local educational agencies have always been expected to submit exit reason codes when students exited from Special Education Service, but theses codes had not been required because certain instances exist where a particular service may end for a student even though the student has not exited from Special Education Service Participation entirely. There had previously been no appropriate Exit Reason Code for such circumstances. This has been remedied for FY 2007. For example, a student exits from a service for SLD and on the same day enters a service for SLI. Prior to FY 2007, there was no appropriate SPED Exit Reason Code to describe these circumstances, so no Exit Reason Code was required. From FY 2007 forward, the appropriate SPED Exit Reason (Exited due to intended change in SAIS data elements) is required upon submission of the student's exit from the first service (in this case SLD).

Requiring SPED Exit Reasons when an exit date is submitted is intended to ensure that exit data which is extracted from SAIS, and which must be reported to the federal government, will be complete and accurate.

Important note about SPED Exit Dates
SPED Exit Reasons are only required by SAIS when a SPED Exit Date is submitted. Therefore, if an LEA fails to submit exit dates for students who exit Special Education Service Participation, there will be no way for ADE to ensure that the information submitted to the federal government is complete and accurate. We urge LEA personnel to be mindful of the fact that when students exit Special Education Service for any reason, an exit date and appropriate exit reason must be included.

Code Submitted to SAIS	Short Description	Definition
1	Transferred to Regular Education	Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives of his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program. **NOTE: This student must be re-evaluated and determined no longer eligible for special education.** *Valid for all ages.*
2	Graduated with regular high school diploma	Student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. *Valid for students who are age 16-21 on December 1.*
3	Reached maximum age	Student exited special education because of reaching maximum age for receipt of special education services. This includes students with disabilities who reached maximum age and did not receive a diploma. *Student age on SPED Service Exit Date must be 22 years minus one day.*
4	Died	Student died.
5*	Moved, known to be continuing	Student moved out of the catchment area and is KNOWN to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities. *Valid for all ages.*
7*	Dropped out	Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any other basis described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another education program, and other exiters. *Valid for all ages and grades except preschool.*
8	Transition to kindergarten	A child remains eligible and is still receiving SPED services. A child transitions to kindergarten and continues to receive SPED services under different eligibility requirements. *Valid for exit from preschool only.*
9	Exited due to intended change in SAIS data element(s) only	This code is used when the student ends one SPED service participation and starts another. Student is not transferring to regular education. *Valid for all ages.*
10	Withdrawn by parent request	This code is used when a parent wants to withdraw a student with a SPED grade of PS, KG, or UE from the student's SPED Service Participation. *Valid for PS, KG and UE only.*

* Code 6 – Moved, not known to be continuing is no longer valid in SAIS.

Federal Primary Need Indicator

Prior to fiscal year 2007, SAIS did not require LEA personnel to submit information indicating which disability had the greatest adverse impact on a student's ability to access and progress through the general curriculum. Instead, ADE assumed that the disability that carried the highest weight for purposes of calculating state aid was also a student's primary need. Because this assumption may or may not be valid, changes have been implemented in SAIS requiring LEAs to indicate one, and only one, disability for each Special Education Student as the *Federal Primary Need*.

If a student is found to be eligible in more than one SPED disability category, the disability category that has the greatest adverse impact on the student's ability to access and progress through the general curriculum is now to be identified as the student's *Federal Primary Need*.

Indicating the *Federal Primary Need* has no bearing on state aid, which will continue to be calculated based on the highest state weighted need.

Beginning in fiscal year 2008, the service for the disability that is indicated as the *Federal Primary Need* will be included on the Federal Special Education Census which is displayed in the SPED07 report generated by ADE.

Beginning this year, LEAs will be asked to validate the December 1 Federal Special Education Census for the previous year only. *(This year LEAs will validate the Census for December 1, 2005.)* Therefore, SPED07 reports which will be made available for this purpose later this fall will contain only information submitted during FY06. Since the *Federal Primary Need* indicator was not required in FY06, SPED07 reports issued this year will continue to show a student's highest state weighted need.

The *Federal Primary Need Indicator* is a required element for add and change operations in the SPED Service Participation transaction (14). We would expect that most student management systems (SMS) will contain a field to indicate if a particular disability is a student's *Federal Primary Need* or not. This may take the form of a check box, a field to indicate yes, no, Y, N, a drop down box to choose an indicator or some other form. Please consult with your SMS vendor or local system developer for specific information relating to indicating the *Federal Primary Need*.

Records on SAIS for each Special Education student must show one, and only one, *Federal Primary Need Indicator* regardless of the number of disabilities that are served.

Requirements to submit records showing all disabilities for which a student receives services remain unchanged.

System Training and Response (STaR) Team – SAIS Information Series

Defining the First Day of Membership

This document is intended to describe procedures for defining the first day of school membership for students who attend Arizona public schools, who are tuitioned-out to private schools, for preschool students with disabilities who participate in Head Start programs and for preschool students who participate in Early Childhood Block Grant, State Family Literacy, Title I Even Start or Migrant Education Even Start programs.

Background

Prior to fiscal year 2007, the first day of school membership (enrollment date) for a student was strictly defined as the first day the student received instruction. A student had to be physically present in the school and seated for instruction to be counted as a member of the school. Now, the first day of school membership for continuing and pre-enrolled students has been redefined by the Arizona Department of Education's School Finance Section in policy that is in effect for fiscal year 2007.

School Finance Policy SF-1

For the purposes of determining Average Daily Membership (ADM) for a given school year at a given public school pursuant to A.R.S § 15-901 (A)(2), the first day of membership for continuing or pre-enrolled students shall be defined as either the first day a student physically attends school or the first day that classroom instruction is offered, provided that such students physically attend school within the first ten school days. For all other students, the first day of membership shall be defined as the first day a student physically attends school. The definition of the first member day shall be applied consistently throughout the district or charter holder. (School Finance Policy SF–1)
http://www.ade.az.gov/schoolfinance/FAQs/PoliciesProcedures/FirstDayAbsence.pdf

Definitions

First day of membership – enrollment date

Continuing students – students enrolled in the same school on the last day of the preceding school year

Pre–enrolled students – students who are not continuing but who have registered (by written record) prior to the first day of classroom instruction

First day that classroom instruction is offered – first day of the calendar track to which a student is assigned (first scheduled day of school)

Intent of the policy

The Department of Education acknowledges that districts and charters are required to plan for and to provide resources for continuing and pre-enrolled students from the first day that classroom instruction is offered whether these students are present or absent. Since state aid for membership is based on the total number of student membership days generated during the first 100 days of classroom instruction, the provision of an option to begin counting membership days for continuing and pre-enrolled students from the first day of school rather than the first day of actual attendance is intended to provide financial benefits for districts and charters.

Implementation procedures

Choose an option

Every school district and charter school will first need to decide if they will continue to submit enrollment dates for all students based on the first day of actual attendance or if they wish to define the enrollment date for continuing and pre-enrolled students as the first day that classroom instruction is offered.

Option 1 – Enrollment date is the first day of actual attendance for all students

- Submit the enrollment date as the day the student began receiving instruction.

- Such students must be present on their enrollment date.

Option 2 – Enrollment date is the first day classroom instruction is offered for all continuing and pre-enrolled students and the first day of actual attendance for all others

- Submit the enrollment date for all continuing and pre-enrolled students as the first day classroom instruction is offered on the calendar track to which students are assigned.

- Such students must participate in (attend) school at some point within the first ten days of the calendar track to which they are assigned regardless of the length of the period of enrollment.

    ◊ When absences are reported to SAIS, a student may not have a record of enrollment on the first day of a calendar track and a period of ten or more consecutive absences starting on the enrollment date.

    ◊ When attendance is reported to SAIS, a student may not have a record of enrollment on the first day of a calendar track and a period of ten or more consecutive days showing zero minutes of attendance starting on the date of enrollment.

    ◊ A student who has a record of enrollment on the first day of a calendar track, but has no records showing that he/she participated in instruction at any time during the first ten days of the calendar track to which he/she is assigned will fail in SAIS

integrity processing with error message: *Student has not participated in instruction during the first 10 days of the calendar track to which he/she is assigned. Student's enrollment must be deleted.*

- Continuing students who do not attend school during the first ten days school is in session are subject to summer withdrawal.

- This option is applicable only to the first day of the **first calendar track** to which a student is assigned. If an absence equaling a student's full time equivalency (FTE) exists in SAIS on the first day of the second, third or fourth calendar track a student has been assigned to, the student's records will fail in SAIS integrity processing with error message: *Student may not have a full day absence on the first day of membership of a mid-year track change.*

- This option is not applicable to the first day of a readmission. Readmission occurs when a student who has been withdrawn from a school reenters the same school during the same school year. The date of readmission is always defined as the first day a student physically attends school following the date of withdrawal. If an absence equaling a student's FTE exists in SAIS on the student's readmission date, the student's records will fail in SAIS integrity processing with error message: *Student may not have a full day absence on the first day of membership unless absence falls on the first day of school as defined in the calendar track to which the student is assigned.*

Applicable to either option

- The first day of membership for students who are neither continuing nor pre-enrolled is always defined as the first day of actual attendance.

- When an enrollment date other than the first day of the calendar track exists in SAIS, records must also exist to show that the student was present on the day of enrollment.

  ◊ If an absence equaling a student's FTE exists in SAIS on the student's enrollment date, and the enrollment date is not the first day of the calendar track, the student's records will fail in SAIS integrity processing with error message: *Student may have only a partial absence on first day of membership.*

  ◊ If attendance is ever submitted during the membership period for a student whose enrollment date is not the first day of the calendar track, and there is no record of attendance on the enrollment date, the student's records will fail in SAIS integrity processing with error message: *Zero minutes of attendance on the first day of a membership is not allowed.*

Summary

Prior to fiscal year 2007, ADE School Finance regulations disallowed a full day of absence to exist in SAIS on a student's enrollment date. From fiscal year 2007 forward, new regulations allow full day absences on, and for up to nine days after, a student's enrollment date. However, in order to justify an enrollment on the first day of a school, a student must be continuing or pre-enrolled and must participate in school at some point within the first ten days of the calendar track to which he or she is assigned.

ARIZONA DEPARTMENT OF EDUCATION

Tom Horne
Superintendent of
Public Instruction

School Finance
1535 West Jefferson
Phoenix, Arizona 85007
(602) 542-5695
(602) 542-9033 Fax

STATE OF ARIZONA

SCHOOL FINANCE MEMORANDUM   07-004

TO: **District Superintendents and Charter School Administrators**

FROM: Vicki G. Salazar, Associate Superintendent of Business and Finance

DATE: July 17, 2006

SUBJECT: **Records Retention Relating to Original Student Attendance Source Documentation**

Dear District/Charter Holder:

Recently, questions have arisen regarding the responsibilities of charter holders and districts relating to the retention of original student attendance source documentation entered into Student Management Systems in order to compute Average Daily Membership (ADM) on the Student Accountability Information System (SAIS). The following explains the ADE's policy on records retention of original student attendance source documentation.

Please be advised that all records regardless of physical form in pursuance of law or in connection with the transaction of public business including but not limited to, student records, teacher attendance rosters, tardy records, registrar adjustments and other related documents must be retained in original form for five years.

Pursuant to ARS § 39-121.01, school districts and charter schools are public bodies required to maintain all records reasonably necessary to maintain an accurate knowledge of their official activities and of any of their activities which are supported by state monies.

ARS § 41-1350 defines "records." Unless the context otherwise requires, "records" means all books, papers, maps, photographs or other documentary materials, regardless of physical form or characteristics, including prints or copies of such items produced or reproduced on film or electronic media pursuant to ARS § 41-1348, made or received by any governmental agency in pursuance of law or in connection with the transaction of public business and preserved or appropriate for preservation by the agency or its legitimate successor as evidence of the organization, functions, policies, decisions, procedures, operations or other activities of the government, or because of the informational and historical value of data contained therein. Library or museum material made or acquired solely for reference or exhibition purposes, extra copies of documents preserved only for convenience of reference and stocks of publications or documents intended for sale or distribution to interested persons are not included within the definition of records as used in this chapter.

ARS § 41-1347 provides for the preservation of records. At a minimum, schools should have a record retention schedule that maintains the records for at least five years, or as prescribed by the State Library and Archives. ADE can also inform schools that destruction of records is a violation of ARS § 38-421, and may be referred to the Attorney General's office for prosecution.

If you have any questions related to this issue please contact Phil Williams, Deputy Associate Superintendent of School Finance at (602) 542-8250 or Paul Carolan, Audit Director at (602) 542- 3281. I appreciate your assistance in this matter.

Requesting District ID: **00-02-98**

Requesting District Name: **XYZ Unified School District**

School Name: **XYZ Elementary School**

School CTDS: **00-02-98-001**

Grade: **KG**

DOR CTDS	DOR Name
00-02-98	XYZ Unified School District

Grade	Register ID
KG	1000

SAIS Student ID	School Student ID	Name	First Day of Membership	Last Day of Membership	Track Num	FTE	Tuition Payer	Special Enroll	HB	Reported Absence	Reported Attendance	Codes
6363636	1963	McCartney, Paul	08/14/2006	N/A	1	1.00	1	N/A	No	5.00	N/A	N/A
1765432	1752	Starr, Ringo	08/14/2003	N/A	1	0.50	1	N/A	No	2.50	N/A	N/A

The Reported Absence number is the amount of absence reported for the specified period, and the Reported Attendance number is the amount of attendance reported during that period.

Requesting District ID: **00-02-98**

Requesting District Name: **XYZ Unified School District**

School Name: **XYZ Elementary School**

School CTDS: **00-02-98-001**

Grade: **KG**

DOR CTDS	DOR Name
00-02-98	XYZ Unified School District

Grade	Register ID	Period	Aggregation Start Date	Aggregation End Date
KG	1000	40th	11/01/2006	11/01/2006

SAIS Student ID	School Student ID	Name	First Day of Membership	Last Day of Membership	Track Num	FTE	Tuition Payer	Special Enroll	HB	Memb Days	Abs Days	ADM	ADA	Codes
6363636	1963	McCartney, Paul	08/14/2006	10/09/2006	1	0.50	1	N/A	No	20.00	2.50	0.50	0.44	N/A
1765432	1752	Starr, Ringo	08/14/2006	10/09/2006	1	0.50	1	N/A	No	20.00	2.50	0.50	0.44	N/A
									Totals:	40.00	5.00	1.00	0.88	

The ADM and ADA figures here are based on the aggregated data for each individual membership. They have been adjusted for concurrent enrollments.

State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

August 14, 2006
ECE 1-07

MEMORANDUM

To: Public School District Superintendents
           Early Childhood Block Grant Program Contacts
           AZ Family Literacy Program Contacts
           Early Childhood Special Education Contacts

From: Karen Woodhouse
           Deputy Associate Superintendent, Early Childhood Education

Re: Arizona Early Childhood Assessment System
           Training and Implementation

After a rigorous evaluation process, the Arizona Department of Education (ADE) adopted a menu of three assessment instruments for use in the Arizona Early Childhood Assessment System. The three assessment instruments are indicated for progress monitoring and for measuring outcome indicators in preschool children ages three years to kindergarten entry in early childhood programs administered by ADE.

Best practice in assessment of young children recognizes the need for multiple assessment methods to obtain a true picture of a child's progress. Although there is no perfect assessment for young children, the selected instruments are well designed for all of Arizona's children, including English language learners, children with special needs and children from diverse cultural backgrounds. All the selected assessment instruments align with the domains and content areas in the Arizona Early Learning Standards.

ADE conducted a formal procurement process (Request for Proposal) to obtain best and final large volume pricing and to also relieve LEAs from conducting a formal procurement process at the district level. However, LEAs and grantees are responsible for the payment of training fees and instrument material costs, as well as on-line subscription agreement fees if desired. An LEA may choose to enter into an on-line subscription agreement with a vendor; however, this is not required by ADE, and is not necessary for data submission to ADE.

Local Education Agencies (LEAs) will select one assessment from the menu in order to monitor progress of preschool age children to meet the requirements of the 2004 Individuals with Disabilities Education Improvement Act (IDEA), Part B, Section 619, or to provide accountability data for state Early Childhood Block Grant (A.R.S. 15-1521), or to provide accountability data for the State Family Literacy Program (A.R.S. 15-191.01) and Title 1 Even Start Program. **It is**

recommended that all programs within a district collaborate in choosing an assessment instrument in order to keep purchasing costs, training costs, and on-line subscription costs to a minimum. If more than one instrument is being used in a district, all costs associated with its use (purchase, training, on-line subscription) may be doubled or tripled.

School year 2006 – 2007 will be considered a transitional year as users become familiar with administration of the new assessment instruments and the reporting of data to ADE. Directors and teachers in early childhood special education programs (IDEA, Part B, Section 619) will be required to administer the selected assessment to all children entering the preschool program between July 1 and December 31, 2006. This "entry" data will be reported to ADE by December 31, 2006 for submission to the federal Office of Special Education Programs (OSEP) in February 2007. All early childhood programs, including Early Childhood Special Education, Family Literacy/Even Start and Early Childhood Block Grant, will be required this year to assess all preschool-aged children in their program at the end of the program year and submit data to ADE by June 30, 2007.

The assessment instrument options are listed below in alphabetical order. The Arizona Department of Education does not endorse any one assessment over another.

1. Child Observation Record (COR); High/Scope Educational Research Foundation, Ypsilanti, MI. http://www.highscope.org/Assessment/homepage.htm

2. The Creative Curriculum Developmental Continuum Assessment System; Teaching Strategies, Inc., Washington DC. http://www.creativecurriculum.net/

3. Work Sampling System; Pearson Learning Group, Parsippany, NJ. http://www.pearsonearlylearning.com/products/assessment/wss/index.html

ADE has also collected information from the publishers about the assessment instruments, fees and training costs. This information is found at: http://www.ade.az.gov/earlychildhood. Select the topic "Assessment and Data Reporting".

Data from administration of the monitoring and outcome assessments will be entered into the ADE Student Accountability and Information System (SAIS) by LEAs and grantees, beginning in school year 2006-2007. Data obtained from the assessments is useful for teachers in their lesson planning and support of a child's learning, and provides a local program and the Department of Education with valuable information to inform professional development and technical assistance.

A training and implementation timeline is detailed below:

August through September 15, 2006 – Selection of Assessment Instrument. LEAs and grantees are encouraged to begin selecting an assessment instrument and make a decision no later than September 15, 2006. For those districts that choose to enter into an on-line subscription agreement with an assessment publisher, this date provides adequate time for an approval process from a local school board if one is necessary.

August through November 2006 - Training on Assessment Instrument. The publishers will schedule training on the assessments, and training for system administrators during the late summer and fall of 2006. For further information regarding training components, locations and

schedules, check the websites of the publishers listed in this memorandum, as the publishers are responsible for all elements of training.

September through November 2006 – Training on SAIS Data Submission
ADE will be offering training in various locations throughout the state on entering assessment data into SAIS. It is anticipated that this training component will take about three hours, and will occur in a non-lab setting. It is likely that this training will be combined with the assessment training provided by the publisher in some locations. The training module will also be available on the ADE web page later this fall. The training schedule will be posted in late August at: http://www.ade.az.gov/earlychildhood. Select the topic "Assessment and Data Reporting".

September 2006 through June 2007 – Assessment of Children Enrolled in Early Childhood Programs
- **Assessment Administration for "Entry" Data**
  Directors and teachers in early childhood special education programs only (IDEA, Part B, Section 619) will be required to administer the selected assessment to all children entering the preschool program between July 1 and December 31, 2006, but no earlier than six weeks after the first program day. This "entry" data will be reported to ADE by December 31, 2006 for submission to the federal Office of Special Education Programs (OSEP) in February 2007.

- **Assessment Administration for "End-of-Year" Data**
  All early childhood programs, including Early Childhood Special Education, Family Literacy/Even Start and Early Childhood Block Grant, will assess all preschool-aged children in their programs at the end of the program year and submit data to ADE by June 30, 2007.

The ADE Early Childhood Education Office is committed to providing clear information and timely technical assistance to users of the new Early Childhood Assessment System. Continue to check the web page for updates at http://www.ade.az.gov/earlychildhood. Select the topic "Assessment and Data Reporting". If you have questions, please contact your program specialist or our main number at 602.364.1530.